



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



St Catherine of Siena Catholic Primary School

125 Warrally Boulevard, ARMSTRONG CREEK 3217

Principal: Allison Wedding

Web: stcatherine.catholic.edu.au

Registration: 2229, E Number: E1410

Principal's Attestation

I, Allison Wedding, attest that St Catherine of Siena Catholic Primary School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 16 May 2025

About this report

St Catherine of Siena Catholic Primary School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Our Vision

St. Catherine of Siena is a learning community which engages children, enlightens all in Gospel values, energises high expectations and empowers each child to set the world on fire. Together we enrich each other's journey in an ecological manner and strive for excellence.

Children engaged in their learning and empowered to be who God created them to be, will excel as global community citizens and set the world on fire.

ENGAGE - EMPOWER - EXCEL

Our Mission

As a Catholic Primary School, in partnership with our families and parish, we at St Catherine of Siena:

- Energise all students with quality and innovative teaching and learning through high expectations to pursue excellence
- Welcome and promote a compassionate community of learners who recognise and respect the dignity of all, celebrating differences
- Rejoice in diversity, knowing all children can learn
- Engage and enlighten each child in Gospel values, modelling Catholic Social Teaching and embracing Catholic tradition
- Cultivate a positive, safe school of learners with a particular focus on enhancing each child's wellbeing
- Emphasise the building of positive relationships with self and others
- Develop a strong sustainability education through our words and actions

School Overview

St Catherine of Siena School is a Catholic co-educational primary school in Armstrong Creek. Our school doors opened for the first time in January 2020 with **129** students enrolled from Grade Prep to Grade 5. In subsequent years, our school has welcomed between 80–90 students each year and in 2024 we had **446** students enrolled in Years Prep through to Year 6.

St Catherine of Siena is a welcoming and inclusive learning environment open to all Catholic and non-Catholic families who are supportive of the Catholic mission and traditions of Catholic education. Our school is enlightened by Gospel values, modelling Catholic Social Teaching and embracing Catholic tradition. We rejoice in diversity, knowing all children can learn.

Wellbeing is at the heart of our school practices. We strive to be a thriving, safe school of learners and emphasise the building of positive relationships with self and others. We work hard to implement explicit programs and strategies to support the wellbeing of all in our community.

We aim for excellence in learning and teaching, setting high expectations for our learners, especially in the core learning areas of Reading, Writing and Mathematics. Students experience daily explicit teaching at their next stage of learning, and we ensure that appropriate support and extension opportunities are provided to enable all students to progress.

At St Catherine of Siena we want all students to discover their passions through an enriching and stimulating curriculum. Our specialist programs are highly regarded in our community and provide opportunities for our students to develop their skills and shine across The Arts, Physical Education, Languages, STEM and Outdoor Learning.

We cultivate active and engaged learners that work collaboratively, express themselves respectfully, and enable each other to excel spiritually, academically, socially, emotionally and physically.

St Catherine of Siena is developing as a dynamic school community steeped in a sustainable learning style, respectful of our country's Indigenous heritage. We are stewards of creation and journey in harmony with God's creation to be ecological and respectful in all learning experiences.

Through living the Gospel values in words and action, St Catherine of Siena School supports all in growing in faith as part of the Nazareth Parish community. Our school provides a

nourishing education, journeying in faith with Jesus, informing, forming and transforming each child to enable them to ***'be who they were created to be and set the world on fire'***.

Principal's Report

2024 was a year of continued positivity, reflection and growth for the St Catherine of Siena, Armstrong Creek learning community as our student numbers grew to **446** for the year.

2024 became a year of transition for the St Catherine of Siena learning community. After five years of dedicated care and hard work, our foundation principal, Donna Bryce, embarked on a period of extended leave before deciding to retire in late Term 3. Donna's legacy at St Catherine of Siena Catholic Primary school is immense. She established and nurtured the school from its beginnings of just 129 students and one school building, to its present state as a thriving, vibrant and large school community with expansive facilities for learning and playing. Donna envisioned and nurtured a staff and school culture that is admired and esteemed, both in the local community, but also throughout our archdiocese. Under her stewardship, St Catherine's became a school of first choice for Armstrong Creek families and a sought after place of employment for talented staff. Donna's immense vision, warmth and hospitality was a hallmark of her leadership and our school community is incredibly grateful for the talents and service she dedicated to St Catherine's in its foundation years.

2024 was also a year of transition for learning and teaching, wellbeing and school operations. Following 2023's review, the school embarked on implementing an ambitious school improvement plan in 2024. MACS' Vision of Instruction provided a framework to strengthen and deepen the evidence-based instructional work already underway in the school. A new Learning and Teaching leadership team was formed to lead this important improvement work and whole-school engagement norms, instructional routines and review practices featured across our daily lessons, especially in the core learning areas of Maths and English. As a result, we saw remarkable learning growth across the school and a positive increase in students' self-efficacy as learners. The hard work of our students, teachers and support staff and their commitment to the school-wide expectation 'We Are Learners' was evident across 2024. Our end of year school-wide assessment across English and Maths resulted in some extraordinary growth-data across the school.

The 2024 bi-annual Art Show once again celebrated the central place of the Arts at St Catherine's. This year's 'Under the Sea' theme provided an amazing vehicle to showcase the developing drawing, painting, and sculpture skills of our students. The school became a gallery for hundreds of visitors on Art Show night, and we were also treated to performances by our school bands and choirs. The Art Show, and events like it, is testament to the many opportunities that students have at our school to explore their passions and share their talents across a variety of disciplines, building strong self-efficacy.

Across 2024, our First Nations family group worked to create the yaneekan-werreeyt journey garden. In partnership with local artist Michelle Serle, our families illustrated the garden with symbols that represent the journey of our school in its first five years. The garden shows the journey of our school from its humble beginnings to the place it is today. The garden is designed to represent the links between our school community, our Aboriginal families and the greater Wadawurrang/Wathaurong community. The garden bed artwork was completed by artist and proud Awabakal woman, Michelle Serle along with St Catherine of Siena First Nations parent, Sarap Upton. Michelle and Sarah's artwork brings together the journey of our school, our relationship with our Aboriginal community and our connection with Wadawurrung Country. Each circle represents a year in the life of the school and the lines indicate our journey.

The circles depict:

- The coming together of people, the sharing of ideas and new beginnings,
- The growth of our school, as new students, teachers and buildings arrive
- Our cultural journey from sharing traditional stories and understandings to naming our house teams and whole school celebrations, such as NAIDOC week
- Community through the hand prints of our Aboriginal Student

The rocks that we placed in the garden are also a symbol of our connection to Country and are of great significance to the students of the school. At St Catherine of Siena we LOVE rocks! We stack them, build bases with them, dig with them, create art with them and just generally enjoy playing with them. With the help and support of Bianca Blackburn (Wangkamana woman and St Catherine parent), each student in each class has contributed to the painting of a rock with a symbol that is important to us as a school community.

Parrwang Artwork 2024

The Paawang artwork is a whole school representation of the local First Nations Creation story Parrwang and the First morning. Classes were introduced to the story by Bianca Blackburn, Wangkamana woman and St Catherine of Siena parent who shared the Wathaurong story with students. Students then created a piece of art that was their interpretation of the story. The artworks were collated and collaged by the Protect the Planet Club sustainability team and finally framed in recycled timbers by the Mount Duneed Men's shed. This is an example of how an entire school community can use their collective skills from year prep to six and beyond in a shared project and demonstrates of our commitment to understanding local First Nations perspectives. Each year level contributed artwork on rocks, representing aspects of school life. We were grateful to launch this important place with a smoking ceremony, Welcome to Country and the Year 1 re-telling of the Wadawurrung story of Parrwang the Magpie. It can be visited at our Mandalay gate entrance.

In Term 4, Nathan Owen was appointed as the next principal of St Catherine of Siena for 2025 and beyond. He will continue to build on the strong foundations already in place, nurturing a culture of excellence, compassion collaboration. Nathan is eager to listen, learn, and lead in partnership with with the school community bringing strong commitment, enthusiasm and energy to the exciting challenge of continuing the journey of St Catherine of Siena Catholic School, Armstrong Creek.

In reflecting on 2024, we acknowledge the hard work of our students, teachers and support staff and their commitment to the school-wide expectation 'We Are Learners' across 2024. The outcomes achieved were no small feat and reflect our staff's commitment to high expectations, implementing new classroom practices and programs and supporting students to progress. Our students are also to be congratulated on their learning focus throughout 2024.

Catholic Identity and Mission

Goals & Intended Outcomes

SIP Goal:

- To strategically grow a hope-filled, dynamic and sustainable school community

2024 Intended Outcomes:

- That staff have increased knowledge about tradition within the Catholic Faith
- That service, social justice and real world connected action feature in learning design
- That liturgy and ritual are embedded as a part of school life

Achievements

Across 2024, St Catherine of Siena provided ongoing opportunities for our students, staff and wider parent community to participate in the prayer and liturgical life of our school. Every 2-3 weeks, classes took turns to host a prayer service for our community under the COLA. These liturgies marked important church seasons and holy days and community events and were marked with reverence, reflection, sharing of Scripture, and communal prayer.

We welcomed Father Linh and Father Joel onsite to celebrate mass across the year. The celebration of St Catherine of Siena's Feast Day, where grandparents were invited to join us for mass and family group activities saw many hundreds of family members join our students for mass under the COLA in a joyous celebration of our patron saint and our community.

Staff were provided with opportunities to continue to develop their knowledge and personal faith as contemporary religious educators. In a series of professional learning sessions led by our Religious Education leader (REL), teachers explored their roles as specialist, witness and moderator and the impacts on classroom practice in a Catholic Primary School. Staff also had the opportunity to develop shared understanding of the role of contemplative prayer in Catholic tradition during a school closure day session facilitated by MACS staff in Term 3.

The design of religious education lessons has been supported by facilitated planning across each term with our school's REL. Staff were also provided with opportunities to moderate RE assessment each semester, to determine shared understandings of progression in RE learning and knowledge.

Growing numbers of students receiving the Sacraments provided opportunities to strengthen our school-based sacramental learning. Students were provided with an opportunity for a Sacrament workshop to complement their classroom based learning and parish family night experiences.

One of the intended outcomes of 2024 was to feature social justice, service and real world action in school faith life. As a result, our Social Justice learning and action continued to strengthen across the school, including our annual support of Project Compassion and Caritas Australia. We held our inaugural Shrove Tuesday pancake breakfast, raising over \$600 for Caritas. Our Mini Vinnies team also worked to support St Vincent De Paul's annual Winter Appeal and we held a book swap in support of the Indigenous Literacy Foundation. Year levels were also inspired to undertake social justice action through their learning, with our Year 1s conducting a food drive for Feed Me Surfcoast and other year levels undertaking local action to clean our local neighbourhood and do good deeds within our school community.

Value Added

- Increased opportunities for students, staff and families to participate in the prayer and liturgical life of the school with an expanded liturgical calendar.
- Students undertaking the Sacraments were provided with improved classroom learning experiences and school-based workshop sessions before they received the Sacrament.
- Staff had increased opportunities for professional development in Religious Education, through a professional learning focus in Term 2 and school closure day in Term 3.
- Increased opportunities for students, staff and parents to engage with social justice actions across the year.
- Increase in staff perceptions of Catholic Identity (MACSSIS 2024 staff survey data).

Learning and Teaching

Goals & Intended Outcomes

SIP Goals:

- To ensure learning growth for all through embedding an evidence-based, whole school instructional model
- To build self and collective efficacy by strengthening and nurturing a culture of excellence and empowerment

Intended Outcomes

- That staff have a shared understanding of key evidence based instructional practices
- That a comprehensive data plan informs the collection, collation and use of data
- That staff have a shared understanding of effective practices for the teaching of target areas of Maths
- That staff are using data to inform planning in Reading, Writing and Maths following the school's consistent collaborative processes
- That clear expectations and routines for learning, support students' engagement and achievement

Achievements

2024 was an exciting year for MACS schools in the Learning and Teaching space with the launch of MACS' Vision for Instruction and its system-wide focus on evidence-based instruction. For St Catherine of Siena, this meant a continued focus on developing and strengthening our whole-school instructional practices and the development of a whole-school instructional model.

Teachers were provided opportunities to develop shared understandings about cognitive science and its implications for classroom learning. Rosenshine's Principles of Instruction provided a framework for the introduction of our school engagement norms and strengthening of key instructional routines and programs, particularly across the focus areas of English and Mathematics.

Teacher knowledge and practice was supported by fortnightly Mathematics and English PLTs and whole school professional development across the year. The school participated in the Flourishing Learners West initiative, which provided support for Reading and Writing instruction and feedback via external coaching visits.

Our practice continued to be refined and improved around our key evidence-based programs for English, including Sounds-Write (systematic phonics instruction) and Talk for Writing (Writing Instruction Years 2-6). We introduced Spelling Mastery for evidence-based spelling instruction in Years 3-6. Staff also undertook training through SPELD in the Talk for Reading approach to explicitly teach vocabulary and reading comprehension (Years 2-6). This saw a shift in our quality Tier 1 reading instruction for all students, with all students having opportunities for further reading instruction around knowledge-rich, high quality and challenging picture books and novels. Daily reading fluency practice was introduced for all students in Years P-6. In addition, explicit grammar instruction was embedded across Years P-6, supported by resources from the Ochre Syntax Project.

In Mathematics, a whole-school approach to mathematics was deepened through professional development and consistent instructional practices. Professional learning targeted key content areas, including addition and subtraction, fractions, and decimals, to build teachers' content knowledge. A consistent approach to teaching place value was implemented across all year levels, using the six key aspects of place value to build strong foundational number sense. Mathematical vocabulary instruction was strengthened by introducing a whole-school routine that incorporated examples, non-examples, and engagement norms. A scope and sequence for vocabulary was also developed to ensure progression and consistency.

Daily review practices were strengthened across Maths and English by refining check-for-understanding and reteaching practices, as well as developing effective tracking methods for review content.

Specialist programs continued to be a feature of the learning and teaching program at St Catherine Of Siena, with students offered opportunities to participate weekly in Visual Arts, Performing Arts, STEM, Physical Education, and Outdoor Learning in Years Prep to 4. The creation of a purpose-built kitchen classroom enabled students in Years 3-6 to engage with this popular and innovative program.

Student Learning Outcomes

The school triangulates various evidence of learning, for both summative and formative assessment. In 2024, triangulated data indicates positive learning outcomes and progress for the learners at St Catherine of Siena Primary School. Two different norm-referenced standardised tests, NAPLAN and ACER Progression Achievement Tests (PAT), supported and validated our own school-based evaluations of student learning. Results indicate that our students' learning is tracking alongside national norm results for Mathematics and exceeding national norms for Reading, indicating high levels of reading competency.

Of particular note was the high growth recorded in PAT assessments for Reading and Mathematics between 2023 and 2024. Significant numbers of students across the school (just under 50% for Reading and approximately 55% for Maths) recorded more than year's

growth on this particular assessment. This was particularly noteworthy for students achieving across the median and high achievement bands.

NAPLAN results indicated strong results overall for our Year 5 cohort, with a significant proportion of students achieving in the strong or exceeding categories across all learning areas. Our Year 3 data, however, indicated that a significant group of students were in the developing and additional support categories for numeracy, spelling and grammar and punctuation. Additional resourcing and a review of intervention strategies for this cohort has followed across 2024 and additional supports were implemented for this cohort and expanded in 2025.

- Year 3 Reading: Students achieving in STRONG or EXCEEDING categories 58.9%
- Year 3 Spelling: Students achieving in STRONG or EXCEEDING categories 47%
- Year 3 Numeracy: Students achieving in STRONG or EXCEEDING categories 56.7%
- Year 3 Grammar & Punctuation: Students achieving in STRONG or EXCEEDING categories 42.4%
- Year 3 Writing: Students achieving in STRONG or EXCEEDING categories 81.2%
- Year 5 Reading: Students achieving in STRONG or EXCEEDING categories 82.9%
- Year 5 Spelling: Students achieving in STRONG or EXCEEDING categories 71.4%
- Year 5 Numeracy: Students achieving in STRONG or EXCEEDING categories 76.4%
- Year 5 Grammar & Punctuation: Students achieving in STRONG or EXCEEDING categories 71.4%
- Year 5 Writing: Students achieving in STRONG or EXCEEDING categories 91.2%

Our overall school PAT-Maths data (collected in November) indicated positive results for our cohorts of students, particularly our Year 2s, 4s and 6s. Overall, our school exceeded the national norm for PAT-Maths, with 69% of students achieving at or above the standard, and 55% of students achieving high growth from 2023-24.

PAT-Maths - Percentage of students achieving at or above the expected standard

- Year 2 - 91%
- Year 3 - 56%
- Year 4 - 73%
- Year 5 - 64%
- Year 6 - 76%
- Whole school - 69%

Our overall school PAT-Reading data (collected in November) indicated positive results for most year levels with the school performing more highly than the national normed result (of 60% of students achieving at or above the standard). 48% of students achieved high growth

on this assessment, indicating a significant value-add across the year for many students across the school.

PAT-Reading - Percentage of students achieving at or above the expected standard

- Year 2 - 75%
- Year 3 - 58%
- Year 4 - 63%
- Year 5 - 71%
- Year 6 - 76%
- Whole school - 68%

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	386	44%
	Year 5	514	74%
Numeracy	Year 3	396	59%
	Year 5	501	79%
Reading	Year 3	388	62%
	Year 5	510	85%
Spelling	Year 3	382	49%
	Year 5	492	74%
Writing	Year 3	419	85%
	Year 5	512	94%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

SIP Goal:

- To build self and collective efficacy by strengthening and nurturing a culture of excellence and empowerment.

2024 Intended Outcome:

- That clear expectations and routines for learning, support students' engagement and achievement
- That student leaders and the student voice team have increased opportunities to impact school decisions
- That Respectful Relationships, PBL and zones of regulation are implemented consistently (Tier 1 practices)

Achievements

In 2024, our school continued to implement the Positive Behaviour for Learning (PBL) framework, guided by our whole-school expectations: We are Respectful, We are Learners, and We are Our Best Selves. The PBL framework aims to promote positive behaviour by proactively teaching and consistently reinforcing clear behavioural expectations. Students were regularly acknowledged for demonstrating these behaviours through raffle tickets and awards presented at school assemblies, fostering a culture of kindness, responsibility, and mutual respect.

Scripts were developed to support the implementation of consistent whole-school routines, including lining up, moving safely through the school, and entering or exiting classrooms quietly. To strengthen this practice, Classroom Mastery coaches worked alongside staff by providing modelling, conducting observations, and offering targeted feedback. These efforts contributed to the establishment of a calm, structured, and predictable learning environment across the school.

A range of targeted interventions were delivered and planned by our school Occupational Therapist, Speech Pathologist, Mental Health in Primary Schools Leader, and Learning Diversity Leaders, with a focus on supporting students' social and emotional wellbeing. These included programs such as Seasons for Growth, social skills groups, interoception skills sessions, Lego Therapy, and Peaceful Kids.

A variety of lunchtime clubs were offered throughout the week, including chess, art, STEM, gardening, and choir. The library was also open during every break, providing students with engaging activities and teacher support.

Our Student Voice team, comprising representatives from Years 3 to 6, played a key role in school life. Meeting fortnightly, the team discussed potential improvements, shared observations, and led positive initiatives and celebrations of school successes

Value Added

The focus on Positive Behaviours for Learning and the establishment of routines resulted in calm learning environments across the school and consistent processes and language for managing student behaviour.

Additional staff were trained to facilitate small-group programs such as Seasons for Growth, social skills groups, interoception skills sessions, Lego Therapy, and Peaceful Kids. Increased numbers of students were able to access Tier 2 Wellbeing supports across the school, designed to support students with a wide variety of social-emotional needs.

The expanded allied-health team (speech therapist, occupational therapist and counsellor) provided Tier 2 and Tier 1 wellbeing supports to increasing numbers of students and supported teachers to make adjustments for students requiring additional supports in the social-emotional and regulation spaces. The team also provided Wellbeing workshops for parents

Student Satisfaction

MACSIS 2024 student survey results indicated that:

Students rated the highest domains as rigorous expectations, teacher-student relationships, school belonging, and learning disposition. Perceptions of student safety, enabling safety, and student voice remained consistent with 2023, reinforcing our continued focus on these areas for 2025.

Notably, female students in Years 4–6 reported increased perceptions across all domains in 2024, with significant improvement noted in the area of school climate. In contrast, responses from male students were either consistent with or slightly lower than those in the previous year, particularly in the domains of expectations, engagement, climate, and safety. This trend may reflect a shift in learning and teaching expectations and approaches.

Student Attendance

Administration staff and classroom teachers use SIMON (school management platform) for maintaining records about attendance, including records about students who have been absent from school without reason for long periods of time.

Attendance at the school is checked twice daily (AM and PM) by teachers, in electronic format.

The attendance reports are accessed by administration staff to follow up students who are absent without explanation. If a student is absent without explanation, the school administration staff will contact the parent/guardian for an explanation as soon as possible on the day of absence. This is done via sending out an automated text advising the parent/carer/guardian of the unexplained absence.

Where the rate of absenteeism is of concern, the school will follow up with the parents/guardians/ carer or emergency contact to discuss absence.

Average Student Attendance Rate by Year Level	
Y01	89.8
Y02	90.6
Y03	90.4
Y04	90.3
Y05	91.7
Y06	89.8
Overall average attendance	90.4

Leadership

Goals & Intended Outcomes

SIP Goal:

- To build self and collective efficacy by strengthening and nurturing a culture of excellence and empowerment
- To build self and collective efficacy by strengthening and nurturing a culture of excellence and empowerment

2024 Intended Outcomes:

- That structures are developed to ensure regular and consistent use of the Learning Walks Model, Peer Modelling and collaborative video reflection
- That leaders continue to build their coaching capacity
- That data, systems and processes improve efficiency and clarity
- That school structures and resources are strategically planned to meet the growing school community

Achievements

2024 marked a year of transition in the leadership and management of St Catherine of Siena school. With the extended leave and later retirement of our school's foundation principal, an interim executive leadership team (made up the acting principal and two co-deputy principals) oversaw school operations and improvement. This team was supported by a new leadership team structure made up of the School Improvement Team, the Learning and Teaching Leadership Team and the Wellbeing Leadership Team. This structure enabled our leaders to work in collaboration to leverage expertise; support our staff, students and families; facilitate professional learning; and realise school improvement.

School improvement efforts focused on building on our school culture of excellence and empowerment, particularly through a focus on student engagement in learning and the continuing implementation of evidence-based instruction. School-based professional learning built staff's shared understandings of cognitive science and 'how students learn best', as well as developing shared instructional practice, particularly in regards to engagement norms and full participation, instructional routines, checking for understanding our core evidence-based programs in English and Maths. This professional learning took place across weekly English and Maths PLTs, a school closure day, regular whole-school professional learning meetings, through collaborative professional learning strategies across

each week (learning walks, modelling, observation and feedback) and was supported by the school's participation in the Flourishing Learners West project with Knowledge Society.

Strengthening structures that supported building whole-school practice, feedback and leveraging school expertise was pivotal to affecting change and improvement across 2024. A professional learning hour was timetabled in the school calendar and this provided scope for weekly learning walks, modelled lessons or short observation and feedback around school priorities.

Our feedback and review processes were also redesigned to include coaching conversations and goal setting for all staff members (formally scheduled twice across the year, with less formal check-ins with school leaders across each term). Our annual review meetings also formed part of this process, with reflective conversations forming part of our feedback and goal-setting for staff.

Leadership staff were supported by continuing work with consultant, Lucy Carroll. Lucy This work and learning focused on developing consistent processes for data analysis and continuing to build our leaders' capacity as coaches and learning facilitators. In the second part of the year, visits from external coaches from Knowledge Society supported and affirmed our practices around calm learning environments and daily review, provided staff with clear feedback, and further supported our school leaders with their coaching practice.

The professional learning focus and supporting structures resulted in strong growth in staff perspectives around feedback, school leadership, professional learning and psychological safety in the MACSSIS survey. The strong learning focus also ultimately had a positive impact on student learning outcomes, with strong learning growth recorded on the ACER Progressive Achievement Tests (PAT) across Maths and English in all year levels 3-6 and strong early years literacy data.

In a burgeoning school community planning for continuing capital works and enrolment growth is necessarily a focus of the leadership team. 2024 saw the construction of a dedicated kitchen classroom, situated alongside our school's vegetable garden. This facility will support this valued program and our growing specialist lesson offering as the school continues to grow.

Strong enrolment demand continued to be a feature of St Catherine of Siena, as the school grew to an enrolment of 446 in 2024. Management of this demand continues to be a focus of school leaders to ensure that the school meets community demand, but grows in a

sustainable manner. Strong market share (close to 30% of Armstrong Creek enrolments and above MACS and other Geelong Catholic schools) demonstrates that the school remains a first-choice school for local Catholic families.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p>List Professional Learning undertaken in 2024</p> <p>Sounds-Write (systemic, structured phonics instruction) - training for new teachers</p> <p>Talk For Writing (SPELD training) (Years 2-6) - training for new teachers</p> <p>Talk For Reading (SPELD training) (Years 2-6)</p> <p>Flourishing Learners West - MACS facilitated, with ongoing coaching support with Knowledge Society/Classroom Mastery coaches</p> <p>Fortnightly English PLT meetings</p> <p>Fortnightly Maths PLT meetings</p> <p>Leadership in Action ongoing work with Lucy Carroll</p> <p>Twice termly RE PLTs - Catholic tradition and the role of RE educator</p> <p>Contemplative Prayer (RE Closure Day - MACS facilitated)</p> <p>MacqLit - Literacy Intervention Training</p> <p>Cognitive Science and Principles of Instruction - Whole School PD</p> <p>Dogs Connect - Wellbeing Dog Training (Dogs Connect Team)</p> <p>First Aid Level 2, CPR, Anaphylaxis Training (all staff)</p> <p>Positive Behaviours for Learning - work with consultant and ongoing across 2024</p> <p>Crucial Conversations (MACS facilitated training for leadership staff)</p> <p>MACS Mathematics Leadership - TIMMS program</p> <p>MACS Literacy Leadership - Teach Well program</p> <p>EMU Maths Intervention - ongoing training for Maths intervention</p>	
Number of teachers who participated in PL in 2024	40
Average expenditure per teacher for PL	\$775.00

Teacher Satisfaction

MACSSIS 2024 staff survey results indicated that:

Staff perceptions of the overall social and learning climate of the school remained consistent and were significantly above the MACS average

Staff perceptions of the Instructional leadership domain remained strong and significantly above the MACS average

Staff perceptions around the amount and quality of feedback they received improved significantly from 2023

Staff perceptions of Psychological Safety and Professional Learning improved slightly from 2023, marking a strong culture of learning and improvement amongst staff

Staff perceptions of Collective Efficacy and School Leadership remained very high and well above MACS averages, indicating strong perceptions of team and leadership effectiveness the strong culture of collaboration amongst staff

Staff perceptions of Staff Safety dipped slightly, however remained above the MACS averages.

Overall the MACSSIS results, with all domains above or significantly above the MACS averages, and an overall positive school endorsement of 81%, indicate a strong school climate and positive staff culture focused on improvement and student wellbeing and achievement.

Teacher Qualifications	
Doctorate	0
Masters	6
Graduate	1
Graduate Certificate	3
Bachelor Degree	23
Advanced Diploma	1
No Qualifications Listed	18

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	42
Teaching Staff (FTE)	38.6
Non-Teaching Staff (Headcount)	24
Non-Teaching Staff (FTE)	16.01
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goals and Intended Outcomes

SIP Goal: To strategically grow a hope-filled, dynamic and sustainable school community

2024 Intended Outcomes:

- That families are consulted on the provision of inclusive opportunities to celebrate diversity and difference

Achievements

Designing opportunities for participation, connection and community was a focus of the staff team across 2024. From the beginning of year school picnic, to the Art Show, to events such as the School Colour Run, our community aimed to bring our families together to showcase and celebrate creativity, athleticism, learning, camaraderie and school spirit.

Strong community participation in the faith life of the school continued across 2024. Regular prayer services and liturgies across every term, each hosted by a class, provided opportunities to celebrate and deepen our Catholic faith together. Our NAIDOC week, Mothers' and Fathers' day, and ANZAC day liturgies were among the many enriching community faith experiences offered to our community. St Catherine of Siena is also a community of 'faith in action' and, led by our Mini Vinnies, social justice captains and Year 1 team, our families generously supported social justice initiatives including our inaugural Shrove Tuesday pancake breakfast for Project Compassion, our Winter Drive for St Vincents, Book Swap for the Indigenous Literacy Foundation and food drive for ***** Geelong.

Our School Advisory Council (SAC) and associated sub-committees worked to strengthen community connection and participation. The SAC members offered valuable consultation and feedback to our school leaders and were important parent representatives in the decision making processes of the school. Parent-led events and opportunities including a school 'Big Play Date', monthly book club, Paint and Sip evening, fundraisers and working bees further encouraged participation in school life. We were pleased to run the very first St Catherine of Siena Fiesta, where hundreds of people gathered for a fun evening of

connection with food trucks and music. The SAC Wellbeing/Pastoral group also continued to provide meals and assistance to school families in need.

Our Mental Health in Schools Leader engaged families across the year with an ongoing series of parent information sessions around supporting young people's regulation and wellbeing

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The Outdoor Learning and Bush School programs deepened students' connection to our local places. Opportunities to learn at our local woodlands and wetlands and take part in through the experiences, like our Family Night Walk, supported us to embrace our identity as local members of the neighbourhood and caretakers of the local environment.

The First Nations Family Group met regularly throughout the year to connect and support with inclusive practices and First Nations perspectives and learning throughout our curriculum. In Term 4, we opened the school's yaneekan-werreeyt journey garden with a smoking ceremony and Welcome to Country. The yaneekan-werreeyt journey garden is the vision and work of our school's First Nation families, with the support and guidance of talented artist and proud Awabakal woman, Michelle Serle. It is at the Mandalay entrance to the school and the circles tell the story of our school's journey over its first five years. Each student contributed to the decoration of rocks and the garden is filled with indigenous plants that mark its important place in our school on Wadawurrung land.

Of some note was the high levels of parent/carer participation in the annual MACSSIS survey. Up until 2024, negligible numbers of participants had limited the data's use, however strong participation in 2024 provided a reliable data set to support school priorities and decision making.

Parent Satisfaction

MACSSIS 2023 family survey results indicated that:

The overall positive endorsement of our families was consistent and aligned with the MACS schools' average.

Families' perceptions of the social and learning climate of the school fell below the average for other MACS schools

Families' perceptions of Engagement, Communication and Student Safety were the lowest domains reported. This suggests that there are still some barriers to family engagement that the school needs to address in future years.

Families perceptions of the school's Catholic Identify remained consistent and in line with the MACS schools' average.

Due to low participation in previous surveys, changes to MACSSIS results over time were unable to be reliably determined in 2024.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at stcatherine.catholic.edu.au